

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Burke High School

District: Charleston County School District

Principal: Charles Benton

Superintendent: Dr. Nancy McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

According to the 2007 State of South Carolina Annual School Report Card, Burke High School had a population of 580 students enrolled in grades 9–12. Of these students, 79.7% received Free/Reduced lunches. With the exception of one Caucasian and one Hispanic, the student population is African-American. The school's Absolute Rating was *Unsatisfactory* and the Improvement Rating was Average.

The **student profile section** includes the following key information for 2007: an attendance rate of 90.9% (up slightly from 90.1% from 2006 but still significantly below "schools with students like ours" with 94.3%); an annual dropout rate of 7.9% (down from 14% but still higher than the rate of similar schools' 4% rate); older than usual for grade, 8.2% (down from 22.7% but still significantly higher than similar schools' 6.7% rate); out-of-school suspensions or expulsions for violent/criminal offenses, 10.9% (up from 5.3% and more than twice as high as the rate of similar schools at 4.3%).

The **teacher profile section** for 2007 shows that 59.8% of teachers at Burke have advanced degrees (up from 58.9%); 16.9% hold emergency or provisional certificates (up from 14.1% in 2006); and 70.7% hold continuing contracts. The teacher attendance rate was 93.8%, down from 2006 (95.4%).

The **school profile section** shows the percent of expenditures for instruction to be 60.8%, up from 58.4% and similar to schools like ours at 61.4%; prime instructional time increased slightly to 82.2% (from 81.9% in 2006 but lower than similar schools at 88.8%); Opportunities in the arts were rated as Excellent; parents attending conferences was 79.2% (up from 48.2% but significantly lower than similar schools at 93%); student-teacher ratio in core subjects was 19.4:1 (down from 20.4:1 in 2006); and character development was rated Excellent, up from Good in 2006.

The following charts provide school data for the past three years.

Percentages of First-Attempt Students Scoring at Each Level on HSAP

Year	Group	English/Language Arts				Mathematics			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
2005	Male	48.6	39.0	11.4	1.0	64.4	27.7	7.9	35.6
	Female	32.6	45.3	17.4	4.7	51.2	34.9	8.1	5.8
2006	Male	28.2	35.2	26.8	9.9	32.9	47.1	14.3	5.7
	Female	17.5	59.2	17.5	5.8	45.2	38.5	16.3	0.0
2007	Male	27.0	46.0	20.6	6.3	43.5	32.3	17.7	6.5
	Female	9.5	48.8	34.5	7.1	42.9	35.7	15.5	6.0

An examination of the first-time **ELA HSAP** performance of student groups reveals a significant gap in the performance of male and female students scoring Proficient or Advanced. While the gap has been decreasing over the past three years, the percentage of females scoring Proficient or Advanced is 14% higher than that of their male counterparts. The gap between males and females scoring Proficient or Advanced on **Mathematics HSAP** is not nearly so broad, with only 2.6% difference.

End-of-Course Exam passage rates by subject for the last three years are depicted in the table below:

End-of-Course Exam Passage Rates

	2004-05	2005-06	2006-07	Schools Like Ours 2006-07
Algebra 1/Math Tech 2	51.5%	62.3%	39.1%	67.6%
English	39.6%	46.8%	35.3%	41.3%
Physical Science	10.8%	11.9%	11.1%	25.7%

Analysis of the graduation rate data for the past three years indicates a decline in the passage rate. Similar trends are noted in the performance of males and females on End-of-Course Exams.

The graduation rate for the past three years is reflected in the chart below:

Graduation Rate

2005	2006	2007	Schools Like Ours
45.4%	27.0%	39.9%	57.1%

While the graduation rate increased from 2006 to 2007, the graduation rate is significantly lower than the rate in schools like ours.

The longitudinal HSAP passage rate is provide below:

Longitudinal HSAP Passage Rate

2005 (Exit Exam)	2006	2007	Schools Like Ours
78.5%	68.4%	67.9%	72.8%

Despite the fact that a significant number of students come to Burke High School scoring Below Basic or Basic on PACT, the percentage of students who eventually pass the HSAP is not significantly lower than the rate of passage in schools like ours. Nevertheless, the school is very much aware of the downward trend in longitudinal HSAP passage rate.

Process Used to Develop FSRP and People Involved

The following was considered in developing the FSRP:

- Data to support accomplishments of the 2007-2008 FSRP goals;
- Disaggregated data examined and discussed with faculty;
- Recommendations of the HSTW Technical Review Team presented through their Exit Conference in December 2007;
- The School Renewal Plan;
- Comments given to leadership during the ERT Verification Process; and
- State Report Card data.

Stakeholders were involved throughout the process. Input from the entire faculty was solicited at a regularly scheduled faculty meeting. Additionally, the Leadership Team was asked to make recommendations for new goals based on review of data and success toward implementing the 2006-2007 Focused School Renewal Plan goals. The School Improvement Council was asked for suggestions for ways to strengthen the plan and additional strategies for inclusion.

How Selected Goals Will Enable Burke to Meet Expected Progress

The school has identified the following four focused student achievement goals:

Focused Student Achievement Goal 1: By April 1, 2009, at least 40% of the students taking High School Assessment Program (HSAP) for the first time will achieve 1.7 RIT value increase in reading as measured by the fall to winter administration of MAP.

Focused Student Achievement Goal 2: By April 1, 2009, at least 40% of the students taking High School Assessment Program (HSAP) for the first time will achieve 1.9 RIT value increase in math as measured by the fall to winter administration of MAP.

Focused Student Achievement Goal 3: By April 1, 2009, at least 80% of students taking English I for the first time will have earned a passing score of at least 70% **and** at least 80% of students taking Algebra I for the first time will have earned a passing score of 70% **OR** if students are taking this course during the second semester (which begins January 21, 2009), they will be **on target** to pass (earning at least a 70) as measured by their report card grades of March 31, 2009. **Note:** Research indicates that when students are successful in their first experience at the high school level in English and mathematics, they are less likely to drop out of school and are, thereby, more likely to graduate on time (graduation rate).

Focused Student Achievement Goal 4: By April 1, 2009, at least 50% of students will score 70 or higher on all benchmark assessments completed by April 1, 2009 in all EOCEP courses, i.e., English 1, Algebra 1, Physical Science, and U. S. History. **Note:** Depending on whether or not a student has transferred into the school from another state, has taken a course in summer school or has earned high school credits in the middle school, grade levels at which students take these courses may vary. English 1 and Algebra 1 are typically taken at the 9th grade level at Burke; Physical Science is typically taken at the 10th grade level at Burke, and U. S. History is typically taken at the 11th grade level.

The rationale for Focused Student Achievement Goals 1 and 2 related to improvement on MAP were selected because the MAP goal areas are aligned to the state's ELA and Math Standards and because Charleston County School District has completed studies correlating students' performance on MAP to performance on HSAP and EOCEP exams in Algebra 1 and English 1, which together count for 40% of the State Report Grade. Teachers will use data from MAP and benchmark testing to set SMART goals for improvement, as well as help students set individual goals for improvement. Meeting these goals will put more students into categories predicted to have success on HSAP (both passing and scoring *Proficient* or *Advanced*) and EOCEP (passing and making A's, B's, and C's).

The rationale for selection of Focused Student Achievement Goal 3 is the fact that English I and Algebra I often become "gatekeepers" that result in students being retained at the ninth grade level. Research indicates that if students are retained as ninth graders, they are more likely to drop out of school. Even if they do not become dropouts, failure to successfully transition into tenth grade on time often results in the high school experience taking five or more years rather than four. It is imperative that students are successful in English I and Algebra I so they have the essential foundation to do well on the EOCEP, they have a positive attitude about school, and they have the essential foundation for success in higher level English and mathematics courses as they proceed through high school. The focus on course passing

rates and how these grades eventually correlate to EOCEP scores will increase the likelihood that students who are falling behind in their coursework and need additional assistance will receive “on time, on target” extra help.

The rationale for use of benchmark assessments in EOCEP courses with an expectation that teachers engage in collaborative item analyses and use results to re-teach students who have not yet mastered content is critical to improving performance on EOCEPs. It is through the process of working together to examine how students performed on specific items on assessments that teachers identify strengths and deficiencies in instructional practices and potential gaps in the taught curriculum. The process of collaborative item analysis fosters communication among teachers who teach the same subjects regarding strategies and curriculum materials used to support success.

The following goals have been identified as Principal’s Instructional Leadership Goals:

Focused Principal’s Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations by administrators will show appropriate levels of both active engagement of students and rigor as reported on the district’s approved classroom observation rubric. To this end, each administrator will conduct an average of five observations per week and provide written feedback to teachers with attention focused on active engagement (“appropriate levels” means that at least 80% of students in the class observed are participating in an “engaging activity” as defined on the rubric) and rigor (based on the level of Bloom’s observed matching or exceeding the level called for in the targeted standard).

Focused Principal’s Instructional Leadership Goal 2: By April 1, 2009, 85% of the End-of-Course teachers will develop assessments with 50% of the test items scored at the proficient and/or advanced level based on the Revised Blooms Taxonomy Rubric.

To increase the likelihood that students are actively engaged in rigorous content taught to higher levels of Bloom’s/Anderson’s taxonomy, Burke High School administrators will conduct an average of five observations per week and provide written feedback to teachers that focuses on these two areas; hence, the selection of the first principal’s instructional leadership goal. Data from the observations will be used to provide targeted and individualized (as needed) professional development assistance to teachers. When students are actively engaged in rigorous content taught at higher levels on the taxonomy, they are more likely to actually learn it.

Meeting the student achievement goal related to teachers increasing the percentage of proficient and advanced items on assessments will help Burke meet expected progress by increasing the amount of time teachers spend engaging students in rigorous, “on-target” instruction and learning. Research cited the Southern Regional Education Board indicates that, to achieve at high levels, students need to spend over half their time engaged at the higher levels of Bloom’s taxonomy (i.e., applying, analyzing, evaluating, and creating). A major emphasis of professional development at the school, department, and teacher curriculum team level will be the collaborative developing and critiquing of higher-level assessments along with the lessons which are aligned to those assessments.

District Administration’s Goals

District Administration’s Goals

The following goals have been identified by the district administration and are considered essential in supporting the aforementioned student achievement goals for this school:

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations conducted by district administrators in English, math, and science will show appropriate levels of both active engagement (based on at least 80% of students participating in an "engaging activity" as defined on the rubric) and rigor (based on the level of Bloom's observed matching or exceeding the level called for in the targeted standard). One hundred percent of teachers observed who need additional support will receive the assistance required to support the likelihood that each will become proficient in ensuring active engagement and rigor.

Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will provide resources and training to English and mathematics department chairs so they may provide sufficient support to teachers to support the focused student achievement goal of at least 80% of students taking English I for the first time will have earned a passing score of at least 70% and at least 80% of students taking Algebra I for the first time will have passed with a passing score of 70% **OR** if students are taking these courses during the second semester, they will be on target to pass these courses as measured by the report card grades issued on March 31, 2009.

Note: Research indicates that when students are successful in their first experience at the high school level in English and mathematics, they are less likely to drop out of school and are, thereby, more likely to graduate on time (graduation rate).

Rationale: The four student achievement goals set forth in this plan are not only the goals of the school, but the goals of the district administration. To increase the likelihood that student achievement goals are met, instructional support at the district level through classroom observations and feedback to both teachers and principals sends the clear message that what matters most is what happens in the classroom and that it is the district's responsibility to support the leadership of the school in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a focus on classroom instruction that supports these goals. District Administrators' Instructional Leadership Goal 1 supports active engagement and rigorous instruction and shows the district's commitment to supporting teachers through professional development. District Instructional Leadership Goal 2 supports the school's achievement goal designed to focus more attention on ensuring success of students taking English I and Algebra I. The intent of this goal is not to see artificial grade inflation but rather to ensure that students are being taught the content essential for success in these "gateway" classes and that they are being provided support immediately upon falling behind.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

April 2008

- Begin to schedule students into modified 4X4 schedule (C. Benton)
- Provide transitional activity for rising ninth graders (C. Benton)

May 2008

- Review and update common course syllabi for English classes (B. Foster)
- Review and update common course syllabi for math classes (B. Foster)

July 2008

- Participate in CCSD Administrators' Summer Retreat (C. Benton)

August 2008

- Schedule 9th and 10th graders who are two or more grade levels behind in ELA and math into two semesters of English and math (C. Benton)
- Ensure English and math department chairs begin classroom observations (B. Foster)
- Ensure English and math department teachers begin observations of model classrooms of department chairs (B. Foster)
- Provide inservice to teachers on the school's literacy plan and begin implementation (English Department Chair, P. Greene)
- Begin the development of the school's numeracy plan (Math chair, B. Foster)
- Provide refresher inservice for administrative team and initial training for department chairs in the Internal Instructional Review process and on coaching peers in developing and reviewing assessments (B. Foster)
- Provide ongoing professional development for teachers on examining the quality of their assessments (B. Foster, Department Chairs)
- Establish and use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Ensure all teachers establish at least one SMART goal that support FSRP goals (C. Benton)
- Develop common quarterly benchmark assessments in English and math classes (Math and English department chairs, B. Foster)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Create data wall reflecting students' performance and other variable affecting achievement (B. Foster)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide transitional activity for ninth graders (C. Benton)
- Establish goals with English I and Algebra I teachers relative to passing rates

September 2008

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue development of numeracy plan and implementation of the literacy plan (Math Chair, English Chair, B. Foster, P. Greene)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Provide ongoing professional development for teachers on examining the quality of their assessments (Department Chairs)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (B. Foster)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)

- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Schedule ninth, tenth, and special education classes for fall MAP testing (B. Foster)
- Administer Fall MAP test in reading and math to 9th, 10th, and special education students (B. Foster)
- Conduct MAP goal-setting conferences with each student to determine targeted goals for improvement (B. Foster)
- Provide academic achievement incentives and rewards for students meeting and exceeding MAP growth in reading and math (C. Benton, Climate Focus Team)
- Provide professional development on the use of MAP data and Descartes for improving instruction (B. Foster)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Require all teachers to submit instructional calendars which reflect the use of the Coherent Curriculum and which meet Charleston County School District guidelines. (C. Benton)
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

October 2008

- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (C. Benton)
- Hold monthly Parent Night event (D. Grant)
- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Begin implementation of the numeracy plan and continue implementation of the literacy plan (Math Chair, English Chair, B. Foster, P. Greene)
- Update data wall to reflect students' achievement on MAP Fall 2008 administration (B. Foster)
- Administer Fall MAP test in reading and math to 9th, 10th, and special education students
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Review progress toward accomplishment of SMART goals established by teachers (C. Benton)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Provide training to English I and Algebra I teachers on research-based grading practices
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

November 2008

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)

- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

December 2008

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Publish and disseminate monthly newsletter to Burke community (C. Benton)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

January 2009

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Review progress toward accomplishment of SMART goals established by teachers (C. Benton)
- Complete MAP Winter 2009 administration (B. Foster)
- Conduct MAP goal-setting conferences with each student to determine targeted goals for improvement (B. Foster)
- Provide academic achievement incentives and rewards for students meeting and exceeding MAP growth in reading and math (C. Benton, Climate Focus Team)
- Update data wall to reflect students' achievement on MAP Winter 2009 administration (B. Foster)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)

- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Require all teachers to submit instructional calendars which reflect the use of the Coherent Curriculum and which meet Charleston County School District guidelines. (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Review progress of students in English I and Algebra I
- Review progress in English I and Algebra I classes by teacher
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers
- Hold on-going conferences with students not experiencing success in Algebra I and English I classes

February 2009

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Teachers submit lesson plans to shared drive or e-Chalk; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Review progress of students in English I and Algebra I
- Review progress in English I and Algebra I classes by teacher
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

March 2009

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Review progress toward accomplishment of SMART goals established by teachers (C. Benton)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)

- Publish and disseminate monthly newsletter to Burke community (C. Benton)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Review progress of students in English I and Algebra I
- Review progress in English I and Algebra I classes by teacher
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

April 2009

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)
- Complete MAP Spring 2009 administration (B. Foster)
- Conduct MAP goal-setting conferences with each student to determine targeted goals for improvement (B. Foster)
- Provide academic achievement incentives and rewards for students meeting and exceeding MAP growth in reading and math (C. Benton, Climate Focus Team)
- Update data wall to reflect students' achievement on MAP Spring 2009 administration (B. Foster)
- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Department Chairs)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Review progress of students in English I and Algebra I
- Review progress in English I and Algebra I classes by teacher
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

May 2009

- English and math department chairs continue classroom observations (Department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; B. Foster)
- Continue implementation of the literacy and numeracy plans (Math Chair, English Chair, B. Foster)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, B. Foster, HSAP Committee)

- Teachers submit weekly lesson plans via e-mail; assistant principals and department chairs review and provide constructive feedback (B. Foster, Department Chairs)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Department Chairs)
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- Administer common benchmark assessments and complete item analyses (B. Foster, C. Benton)
- Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT (C. Benton)
- Provide ongoing professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (C. Benton)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (C. Benton, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (C. Benton, assistant principals)
- Meet monthly with department chairpersons to discuss support needed by teachers in the effective implementation of FSRP (C. Benton)
- Review progress of students in English I and Algebra I
- Review progress in English I and Algebra I classes by teacher
- Disseminate article on effective grading practices for discussion among English I and Algebra I teachers

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: : By April 1, 2009, at least 40% of the students taking High School Assessment Program (HSAP) for the first time will achieve 1.7 RIT increase value in reading as measured by the fall to winter administration of MAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure 9 th and 10 th grade students who are two or more grade levels behind in ELA (as reflected by MAP data) participate in a sequence of courses that they receive a full year of instruction in English.	Charles Benton, Principal	August 2008	-Documentation of the extra supports provided to students who are not performing at expected levels of proficiency. (ELA Teachers) -Individual Student's Schedules (Guidance Director, Benton) Students who are significantly behind need opportunities for additional assistance provided through extra time or extra help. A copy of the master schedule will reveal that students two or more grade levels behind are scheduled into year-long English classes which meet every day and/or have some type of accommodation made to provide extra support/assistance.
2. Using the district's newly designed coaching/support model, employ an English department chair to model effective literacy strategies and sound instructional pedagogy through a demonstration classroom and to provide coaching and feedback to other teachers. Because the performance of male students is lower than females on English Language Arts HSAP, gender-specific strategies will be shared with teachers and modeled, as well.	Bonita Foster, AP	August 2008	-Emails informing teachers of best practices being modeled by department chairs (B. Foster) -Reflection logs of teachers (English Teachers) -Annotated documentation of Department Chairs (Department chairs) -Peer observation records (Department Chairs) -Observation logs and copies of anecdotal notes (Department Chairs) Research on key practices indicates that one of the best ways to assist teachers in implementing best practices and

			<p>thereby improve student achievement is to provide opportunities for teachers to see those practices being modeled by a highly qualified teacher. The school's professional development plan for 2008-2009 includes the expectation that all teachers conduct a minimum number of peer observations during the school year. Although teachers will be encouraged to observe a wide range of peers, as a part of this plan, all teachers will be expected to observe demonstration lessons conducted by department chairs. All department chairs will be expected to model effective literacy across the curriculum strategies.</p> <p>The faculty will be informed of best practices and literacy strategies being modeled in the English department chair's classroom. Because the performance of male students on ELA HSAP is significantly lower than females at BHS, gender-specific literacy strategies will be stressed in professional development, through communication by the department chair, and in the ELA department chairpersons' classes. The ELA department chairperson will send a weekly emailing to all faculty informing them of strategies/practices being utilized the following week and the period during which they will be modeled. Teachers will maintain a reflection log of their observations in demonstration classrooms and must document how they used each selected strategy in their own classroom.</p> <p>One of the strategies for providing assistance to teachers on improvement plans will be the expectation that they observe in demonstration classrooms more frequently and that they are observed by their department chair for evidence of implementation.</p> <p>The English department chair will conduct classroom observations and provide cognitive coaching to teachers on their efforts to implement the Core Essentials of the Charleston Plan for Excellence. (English Department Chair)</p>
3. Continue implementation of the Burke High School Literacy Plan.	English Department Chair (not yet named); Polly Greene, Media	August 2008	<p>-Literacy Plan -Portfolio of implementation of strategies within the plan (P. Greene)</p> <p>Data indicates a significant number of Burke students are</p>

	Specialist		two or more grade levels behind in reading. A literacy plan which reflects the five literacy goals of <i>HSTW</i> was developed during the 2007-2008 school year.
4. Establish and use bell-ringer HSAP reinforcement activities to reinforce English standards in English courses.	English Department Chair; Bonita Foster, AP; HSAP Committee	August 2008	-Copies of bell-ringers (English Department Chair) The use of bell-ringers to reinforce major HSAP concepts and test-taking strategies have been successfully implemented for the past two years, takes little time and provides daily practice with HSAP-like items. Bell-ringers will be collected/developed monthly by English teachers and reviewed by the English department chair.
5. Ensure all teachers develop at least one SMART goal which supports the achievement of the FSRP and review each individual teacher's accomplishments toward the goal quarterly.	Charles Benton, Principal	August 2008	-Teacher's individual SMART Goals and evidence of quarterly review (C. Benton) If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All English teachers will be asked to develop a SMART goal which supports the achievement of gains in MAP. Teachers' individual SMART goals will be reviewed and feedback will be provided by the administration. Teachers will be expected to provide data documenting progress toward SMART goals each quarter.
6. Develop common course syllabi for English classes with all English teachers.	Bonita Foster, AP	May 2008	-Common course syllabi in English courses (B Foster) -Exemplars and training materials used in training (B. Foster) The development and use of common course syllabi is important to the achievement of this goal because it provides a venue for teachers to have critical conversations regarding agreed upon (1) course goals, (2) instructional philosophy regarding expectations, (3) power standards, (4) major assessments and grading policies, (5) major assignments and projects, and (6) recommended and required readings.
7. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within a week of administration of the benchmark for all English classes, and results used to improve instruction.	Bonita Foster, AP; Charles Benton, Principal	August 2008	-Copies of common benchmark assessments (Department chairs) -Copies of item analyses with dates of analyses being completed (Department Chairs) The utilization of common benchmark assessments helps to ensure greater continuity in curriculum and instruction.

			Benchmark items will be either selected from the item test bank, textbooks or developed by teachers and administered to students. Teachers who teach the same subject will collaboratively review their benchmarks through an item analysis process, and plans to re-teach will be developed. (B. Foster)
8. Teachers will develop quality lesson plans and submit them for weekly review.	Bonita Foster, AP	August 2008	<p>-Copies of lesson plans (B. Foster)</p> <p>Teachers at Burke High School use a common lesson plan template during the 2007-2008 school year and the plans are e-mailed to the administration each week. Review of lesson plans will be instrumental in ensuring student achievement as it will allow the administration the opportunity to know before they visit classrooms which standards the teacher intended to be teaching. The review of lesson plans will ensure teachers are basing their instruction on the CCSD Coherent Curriculum and are effectively following their instructional calendars. Assistant principals will review lesson plans and provide constructive feedback to teachers as needed for the improvement of instruction.</p>
9. Create and maintain a data wall which reflects students' performance and other variables that affect achievement.	Bonita Foster, AP	August 2008	<p>-Pictures of data wall (B. Foster)</p> <p>It is important for the staff, students and community to see the results of their efforts. The data wall will be posted in a place visible to teachers and will be updated after each MAP administration to reflect changes in data due to collaborative efforts of the staff, students and the Burke community.</p>
10. Conduct a MAP goal-setting conference with each student to determine targeted goals for improvement.	Bonita Foster, AP	Sept. 2008 and January 2009	<p>-Copies of individual student's goal-setting forms (Department Chairs)</p> <p>-Goal sessions will be held after each administration of MAP</p> <p>Students and their parents must be apprised of individual student's performance on MAP. A map conference will be held individually with each student following fall MAP testing. The results of testing should be used to establish goals for improving in specific areas. Documentation will be maintained by the department chair.</p>
11. Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading.	Charles Benton, Principal; Climate Focus	August 2008	<p>-Copy of tiered recognition plan</p> <p>-List of students meeting criteria (Climate Focus Team)</p>

	Team		<p>Although there is a need for students to be intrinsically motivated to do well, the fact remains that many students are motivated by extrinsic rewards. The Culture Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: : By April 1, 2009, at least 40% of the students taking High School Assessment Program (HSAP) for the first time will achieve 1.9 RIT value increase in math as measured by the fall to winter administration of MAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure 9 th and 10 th grade students who are two or more grade levels behind in math (as reflected by MAP data) participate in a sequence of courses that they receive a full year of instruction in math.	Charles Benton, Principal	August 2008	-Documentation of extra supports provided to students who are not performing at expected levels of proficiency (Teachers) -Individual Student's Schedules (Guidance Director) Students who are significantly behind need opportunities for additional assistance provided through extra time or extra help. A copy of the master schedule will reveal that students two or more grade levels behind are scheduled into year-long English classes which meet every day and/or have some type of accommodation made to provide extra support/assistance.
2. Using the district's newly designed coaching/support model, employ a math department chair to model effective numeracy strategies and sound instructional pedagogy through a demonstration classroom and to provide coaching and feedback to other teachers.	Bonita Foster, AP	August 2008	-Emails informing teachers of best practices being modeled by department chairs (B. Foster) -Reflection logs of teachers (Teachers) -Annotated documentation of Department Chairs (Department chairs)(J Poretto) -Peer observation records (Department Chairs) -Observation logs and copies of anecdotal notes (Department Chairs)

			<p>Research on key practices indicates that one of the best ways to assist teachers in implementing best practices and thereby improve student achievement is to provide opportunities for teachers to see those practices being modeled by a highly qualified teacher. The school's professional development plan for 2008-2009 includes the expectation that all teachers conduct a minimum number of peer observations during the school year. Although teachers will be encouraged to observe a wide range of peers, as a part of this plan, all teachers will be expected to observe demonstration lessons conducted by department chairs.</p> <p>The faculty will be informed of best practices and numeracy strategies being modeled in the math department chair's classroom. This will be done through a weekly emailing to all faculty informing them of strategies/practices being utilized the following week and the period during which they will be modeled. Teachers will maintain a reflection log of what they observed in the demonstration classroom and must document how they used the strategy in their own classroom.</p> <p>One of the strategies for providing assistance to teachers on improvement plans will be the expectation that they observe in demonstration classrooms more frequently and that they are observed by their department chair for evidence of implementation.</p> <p>The math department chair will conduct classroom observations and provide cognitive coaching to teachers on their efforts to implement the Core Essentials of the Charleston Plan for Excellence. (math Department Chair)</p>
3. Develop a numeracy plan for Burke High School.	Math Department Chair (not yet named); Bonita Foster, AP	August 2008	<p>-Numeracy Plan -Portfolio of implementation of strategies within the plan (Math Department Chair)(B Ogunsanya)</p> <p>Data indicates a significant number of Burke students are two or more grade levels behind in reading. A numeracy plan which reflects the numeracy goals of <i>HSTW</i> will be developed during the 2008-2009 school year.</p>
4. Establish and use bell-ringer HSAP reinforcement activities to reinforce math	Math Department	August 2008	-Copies of bell-ringers (Math Department Chair)

standards in math courses.	Chair; Bonita Foster, AP; HSAP Committee		The use of bell-ringers to reinforce major HSAP concepts and test-taking strategies have been successfully implemented for the past two years, takes little time and provides daily practice with HSAP-like items. Bell-ringers will be collected/developed by math teachers and reviewed by the math department chair.
5. Ensure all teachers develop at least one SMART goal which supports the achievement of the FSRP and review each individual teacher's accomplishments toward the goal quarterly.	Charles Benton, Principal	August 2008	<p>-Teacher's individual SMART Goals and evidence of quarterly review (C. Benton)</p> <p>If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All math teachers will be asked to develop a SMART goal which supports the achievement of gains in MAP. Teachers' individual SMART goals will reviewed by the administration. Teachers will be expected to provide data documenting progress toward SMART goals each quarter.</p>
6. Develop common course syllabi for math classes with all math teachers.	Bonita Foster, AP	May 2008	<p>-Common course syllabi in math courses (B Foster)</p> <p>-Exemplars and training materials used in training (B. Foster)</p> <p>The development and use of common course syllabi is important to the achievement of this goal because it provides a venue for teachers to have critical conversations regarding agreed upon (1) course goals, (2) instructional philosophy regarding expectations, (3) power standards, (4) major assessments and grading policies, (5) major assignments and projects, and (6) recommended and required readings.</p> <p>Teachers at Burke High School have already developed common course syllabi for all math classes. These will be reviewed and updated prior to the end of the 2007-2008 school year and will be utilized in the 2008-2009 school year.</p>
7. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within a week of administration of the benchmark for all math classes, and results used to improve instruction.	Bonita Foster, AP; Charles Benton, Principal	August 2008	<p>-Copies of common benchmark assessments (Department chairs)</p> <p>-Copies of item analyses with dates of analyses being completed (Department Chairs)</p> <p>The utilization of common benchmark assessments helps to ensure greater continuity in curriculum and instruction. Benchmark items will be either selected from the item test</p>

			bank, textbooks or developed by teachers and administered to students. Teachers who teach the same subject will collaboratively review their benchmarks through an item analysis process, and plans to re-teach will be developed. (B. Foster)
8. Teachers will develop quality lesson plans and submit them weekly.	Bonita Foster, AP	August 2008	<p>-Copies of lesson plans (B. Foster)</p> <p>Teachers at Burke High School use a common lesson plan template during the 2007-2008 school year and the plans are e-mailed to the administration each week. Review of lesson plans will be instrumental in ensuring student achievement as it will allow the administration the opportunity to know before they visit classrooms which standards the teacher intended to be teaching. The review of lesson plans will ensure teachers are basing their instruction on the CCSD Coherent Curriculum and are effectively following their instructional calendars. Assistant principals will review lesson plans and provide constructive feedback to teachers as needed for the improvement of instruction.</p>
9. Create and maintain a data wall which reflects students' performance and other variables that affect achievement.	Bonita Foster, AP	August 2008	<p>-Pictures of data wall (B. Foster)</p> <p>It is important for the staff, students and community to see the results of their efforts. The data wall will be posted in a place visible to teachers and will be updated periodically to reflect changes in data due to collaborative efforts of the staff, students and Burke community.</p>
10. Conduct a MAP goal-setting conference with each student to determine targeted goals for improvement.	Bonita Foster, AP	Sept. 2008 and January 2009	<p>-Copies of individual student's goal-setting forms (Department Chairs)</p> <p>Students and their parents must be apprised of individual student's performance on MAP. A map conference will be held individually with each student following fall MAP testing. The results of testing should be used to establish goals for improving in specific areas. Documentation will be maintained by the department chair.</p>
11. Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in math.	Charles Benton, Principal; Climate Focus Team	August 2008	<p>-Copy of tiered recognition plan</p> <p>-List of students meeting criteria (Climate Focus Team)</p> <p>Although there is a need for students to be intrinsically motivated to do well, the fact remains that many students are motivated by extrinsic rewards. The Culture Focus</p>

			Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 80% of students taking English I for the first time will have earned a passing score of at least 70% and at least 80% of students taking Algebra I for the first time will have earned a passing score of 70% **OR** if students are taking this course during the second semester (which begins January 21, 2009), they will be **on target** to pass (earning at least a 70) as measured by their report card grades of March 31, 2009. **Note:** Research indicates that when students are successful in their first experience at the high school level in English and mathematics, they are less likely to drop out of school and are, thereby, more likely to graduate on time (graduation rate).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Provide training to teachers on effective grading practices and the use of a balanced assessment system (assessments FOR learning as well as assessments OF learning).	B. Foster	August 2008	- PowerPoint from presentation on balanced assessment system - Copies of articles on grading practices disseminated and discussed with teachers monthly (B. Foster) A balanced assessment system includes the use of frequent formative assessments designed to inform the teacher and students about learning. Many teachers use assessments primarily for grading purposes rather than to inform themselves, students, and parents about whether or not students have actually mastered content. By using a balanced assessment system (defined by Stiggins et al), teachers will have frequent information about how well students are doing in their classrooms and will be able to focus re-teaching on what matters most. Furthermore, they will be able to make more timely recommendations for students to participate in extra help activities before, during or after school.
2. Regularly monitor students' progress in English I and Algebra I in course meetings (all teachers who teach the same course will participate) and plan strategies for re-teaching students.	Bonita Foster, AP	August 2008	-Minutes of meetings with English I and Algebra I teachers -Weekly lists of students who are at risk of falling behind in Algebra I and English I

			<p>-Weekly plans for interventions in English I and Algebra I (Department Chairs for English and Math)</p> <p>The English department chair will meet weekly with English I teachers to assess the progress of English I students. The mathematics department chair will meet weekly with Algebra I teachers to assess the progress of Algebra I students. Since all teachers are required to use the Coherent Curriculum (which should result in similar pacing among same subject classes), intervention strategies that may result in sharing responsibilities for re-teaching may be planned and implemented collaboratively. For example, if a small number of students from three English I classes all failed to master a particular standard, the three teachers may determine that one teacher will provide extra help to students from all three classes who need additional assistance with this standard while the two other teachers re-teach other standards not mastered by other students (R. Lynn Canady model for re-teaching). They may also collaboratively develop plans for re-teaching.</p>
3. Hold individual conferences with students not experiencing success in English I or Algebra I.	English I and Algebra I teachers	August 2008	<p>-Copies of individual student's goal-setting forms (English I and Algebra I teachers)</p> <p>Students will be monthly apprised of how well they are doing in their classes. A conference will be held individually with each student immediately after it is determined he or she is falling behind. Documentation will be maintained by the teacher.</p>
4. Hold an initial goal-setting conference with English I and Algebra I teachers and quarterly review progress toward reaching the goals established by each individual teacher relative to student success in English I and Algebra I.	B. Foster, AP	August 2008	<p>-Review of historical data regarding passing rate of English I and Algebra I students</p> <p>-Goals for student success rate as established by each English I and Algebra I teacher (B. Foster)</p> <p>Teachers often fail to see how their individual efforts support the overall goals of the school. The individual goal-setting conferences with teachers of English I and Algebra I will provide an opportunity to discuss the impact of student success in these courses on graduation rate and the need for early interventions when students either come into the course already behind or when the fall behind in the class.</p>

5. Develop an intervention plan for each student not experiencing success in English I and Algebra I and assess the effectiveness of interventions.	Department Chairs	August 2008	<ul style="list-style-type: none"> -Copies of intervention plans (English I and Algebra I teachers) -Reports of student progress after interventions have been implemented (Department Chairs) -Copies of revised intervention plans (Department Chairs) <p>If students either come into English I or Algebra I classes already behind or fall behind over the course of the semester, intervention strategies must be planned and implemented. Just as instruction should be differentiated, interventions must be differentiated, as well, and their effectiveness should be assessed so that if what is being done is not working, another intervention may be used.</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, at least 50% of students will score 70 or higher on all benchmark assessments completed by April 1, 2009 in all EOCEP courses, i.e., English 1, Algebra 1, Physical Science, and U. S. History. Item analyses will be conducted by teachers to identify areas of weakness on all benchmarks, and students will be re-taught through targeted instruction and retested on the content they did not initially master.

Note: Depending on whether or not a student has transferred into the school from another state, has taken a course in summer school or has earned high school credits in the middle school, grade levels at which students take these courses may vary. English 1 and Algebra 1 are typically taken at the 9th grade level at Burke; Physical Science is typically taken at the 10th grade level at Burke, and U. S. History is typically taken at the 11th grade level.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Provide extra instructional time for students entering ninth grade who scored Basic or Below Basic on PACT in English Language Arts and Mathematics. Students will complete Essentials of Reading/Math in their first semester of high school and English I and Algebra I in their second semester.	Charles Benton, Principal	August 2008	- Master schedule - List of students scoring Basic or Below Basic on PACT in ELA and Math (C. Benton) When students are significantly in English or math, a "bridge" course in which essentials of reading and mathematics are taught is often needed to provide foundational skills to ensure further student success. This practice in no way lowers expectations: it builds readiness for the school's expectation that all students will take a sequence of college preparatory English and math.
2. Require all courses to develop Coherent Curriculum Instructional Calendars for each subject area per Charleston County School Districts Coherent Curriculum guidelines.	Charles Benton, Principal	August 2008	- Instructional calendars - Lesson plans - Classroom observation feedback forms (B. Foster, C. Benton) If teachers follow the Coherent Curriculum in planning for instruction in EOCEP courses, all standards should be taught through rigorous instruction that provides for differentiation and ensures active engagement. The Coherent Curriculum provides a 'road map' for instruction that, when followed, increases likelihood of success.

<p>3. Provide related professional development along with supporting materials and resources for all staff to include data analysis, literacy strategies in reading and writing as well as differentiation strategies to enhance student achievement.</p>	<p>Charles Benton, Principal</p>	<p>August 2008</p>	<ul style="list-style-type: none"> -Professional development agendas -Reflections of professional development experiences -Copies of materials used in professional development sessions by presenters (C. Benton) <p>Students' deficiencies in reading and math often impede their success in other subjects. Because of the school's focus on data analysis, literacy, numeracy and differentiation, it will be imperative that the professional development experiences planned and implemented for our teachers consistently model how all of these topics are related and how many may be taught within the same professional development session. For example, during a professional development session that has a primary focus on literacy, the facilitator may model how the use of data provides the rationale for the strategies shown and should differentiate the experiences of the adult learners and point out that that is what he/she is doing. Simply doing presentations to teachers about these topics does not constitute quality professional development: teachers must have the opportunity to use the strategies so they will feel more confident using them to support learning in their subjects.</p>
<p>4. Provide training on the role of Professional Learning Communities in using item analysis to improve student achievement and to provide targeted re-teaching.</p>	<p>Charles Benton, Principal</p>	<p>Sept. 2008</p>	<ul style="list-style-type: none"> -Copy of training materials, agenda, and minutes -Copies of benchmark assessments -Copies of item analyses completed by teachers (C. Benton) <p>The greatest value of using common assessment in EOCEP courses and requiring teachers to conduct collaborative item analyses is that it promotes conversations between colleagues who teach the same subject about what they did to ensure success and what they can learn from others. Moreover, it promotes conversation that enhances the likelihood that teachers will actually "unpack" the standards they are teaching. When students do not do well on an assessment, it is often due to the fact that teachers have taught the topic but have not been "on target" in teaching the intent of the standards. If instruction is not "on target", students will not meet expected growth on EOCEPs.</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations by administrators will show appropriate levels of both active engagement of students and rigor as reported on the district's approved classroom observation rubric. To this end, each administrator will conduct an average of five observations per week and provide written feedback to teachers with attention focused on active engagement ("appropriate levels" means that at least 80% of students in the class observed are participating in an "engaging activity" as defined on the rubric) and rigor (based on the level of Bloom's observed matching or exceeding the level called for in the targeted standard).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Conduct weekly classroom observations, walk-throughs, and evaluations consistent with expectations for administrators delineated in the <i>Charleston Achieving Excellence Plan – High School Action Design</i> and provide written feedback to teachers with emphasis on active engagement and rigor as defined in the SMART goal above.	Charles Benton, Principal; Bonita Foster, AP; James Green, AP; Jerome McDaniel, AP	August 2008	-PowerUser Log -Copies of feedback provided to teachers -Evaluation documentation (C. Benton, APs) <i>The Charleston Achieving Excellence Plan – High School Action Design</i> calls for the monitoring of program essentials in the classroom, and research indicates the correlation between learning and teaching that provides for active engagement and rigorous instruction. All administrators are expected to conduct an average of five observations per week and provide written feedback to teachers. The primary focus of the observations will be on active engagement and rigorous instruction that is aligned to standards. Each administrator will maintain an updated log of classroom observations using the district's approved observation rubric in the district's PowerUser system.
2. Provide appropriate assistance to teachers who are on various instructional improvement plans with particular attention being paid to active engagement and rigor.	Charles Benton, Principal; Bonita Foster, AP; James Green, AP; Jerome McDaniel, AP	August 2008	-Improvement Plans -Correspondence offering additional assistance -Professional development logs (C. Benton) It is the hope of the administration that by providing assistance to teachers who are on various improvement

			plans they will improve instructional practices and become accomplished teachers. This individualized assistance also models to teachers the expectation we should have that they provide extra help to students who initially struggle academically but with support may experience success.
3. Provide on-going professional development to address challenges of teachers in active engagement and providing rigorous instruction noted through classroom observations.	Bonita Foster, AP	August 2008	<ul style="list-style-type: none"> -List of PD activities -Copies of PD materials used in aiding teachers, both in group sessions and individually -Documentation of assistance provided by department chairs -Classroom observation form (B. Foster) <p>Professional development should not only be aligned to the goals of the district and school, it should be aligned to the individual needs of teachers. Some of those needs are best seen through classroom observation. Administrators should make the discussion about teachers' professional development needs an item on each administrative team agenda.</p>
4. Meet quarterly with department chairpersons to discuss how they may best provide support to teachers in increasing rigor and active engagement.	Charles Benton, Principal	August 2008	<ul style="list-style-type: none"> -Agendas of meetings with department chairs -Minutes of meetings with department chairs -Copies of emails or other correspondence from the administrative team to department chairs or vice versa regarding the need for teachers' support (C. Benton) <p>Communication with the curriculum specialist and department chairpersons to determine the kinds of support needed by teachers is essential in improving teacher effectiveness and student achievement. The curriculum specialist and department chairpersons will maintain logs of meetings with administrators to discuss support needed by individuals within their departments. When it is determined that many teachers share the same needs, the Professional Learning Communities Focus Team will develop a strand for support.</p>
5. Review lesson plans to ensure that instruction is data and standards-based, aligned to the CCSD Coherent Curriculum, results driven, and that strategies reflect an intent to actively engage students.	Bonita Foster, AP	August 2008	<ul style="list-style-type: none"> -Copies of lesson plans submitted by teachers -Examples of feedback provided by the administrative team and department chairs to assist teachers in better lesson planning -Lesson plan template (B. Foster) <p>In order for administrators to provide quality feedback to</p>

			<p>teachers, they should know the intent of instruction and the focus of the curriculum before they conduct classroom visits. Review of lesson plans also increases the likelihood that content will remain on target with the Coherent Curriculum. (Bonita Foster)</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 85% of the End-of-Course teachers will develop assessments with 50% of the test items scored at the proficient and/or advanced level based on the Revised Blooms Taxonomy Rubric.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Provide yearly "refresher" training for the administrative team and initial training for department chairs in the Internal Instructional Review process.	Charles Benton, Principal	August 2008	-Copies of training materials -Agendas of meeting (C. Benton) If student achievement is to be increased, backwards design must be utilized to ensure alignment of assessments and assignments to standards. Moreover, teachers must develop assignments and assessments using higher levels of thinking so students remember content long-term and have more than simple recall. The HSTW Leadership Team was trained along with all the administrators during the 2007-2008 school year. All department chairs will need to be trained on how to provide cognitive coaching/feedback to their departments in order to facilitate on-going IIRs. (C. Benton)
2. Provide on-going professional development for teachers on examining the quality of their assessments by focusing on the three indicators delineated in the Internal Instructional Review process: 1) alignment to standards, (2) levels of proficiency, and (3) appropriateness of assessment types.	Bonita Foster, AP	August 2008	-Copies of training materials -Correspondence with teachers stressing "look fors" in examining the quality of their assessments -Agendas of PD sessions with teachers focused on improving the quality of assessments (B. Foster) Although some teachers were trained during the 2007-2008 school year, evidence indicates the need for additional training, particularly in the area of "unpacking" standards so teachers accurately assess the intent of the standards. Student achievement will not increase if

			teachers continue to teach "on topic" but not "on target." (Department Chairs, B. Foster)
3. Conduct monthly review of assessments through departmental and/or course-alike team meetings.	Department Chairs	August 2008	<ul style="list-style-type: none"> -Copy of modified tuning protocol form -List of assessments reviewed through modified turning protocol throughout the year -Copy of assessment BEFORE and after "tuning" (Department Chairs) <p>Teachers will use a modified tuning protocol to provide constructive feedback to one another on assessments during either departmental or course-alike team meetings. Teachers will submit assessments to their assistant principals and department chairs each month. Following the fall 2008 training, they will begin to complete a self-assessment form for submitted assessments on which they will reflect on alignment to standards and levels of proficiency. (Department Chairs and Teachers)</p>
4. Provide training for department chairs on the Internal Instructional Review process and on coaching peers in the development and review of assessments.	Bonita Foster, AP	August 2008	<ul style="list-style-type: none"> -Notes from training on IIR -Copies of materials used in training -Copies of evaluation forms from training 9+..... <p>Department chairs cannot provide leadership on the Internal Instructional Review unless they are thoroughly competent in the process. The day-long, hands-on training will be provided on-site. (B. Foster)</p>
5. Ensure peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.	Department Chairs	August 2008	<ul style="list-style-type: none"> -Peer coaching logs -Video samples of teachers receiving feedback through the use of tuning protocols (Department Chairs) <p>Effective professional learning communities are fostered through the collaborative work of individuals who are committed to improving the quality of work. The intent of the IIR is not to have administrators always "overseeing" the development of assessments, but to ensure teachers have the skills and experiences to enable them to do a more effective job of assessing what matters most. Peer coaching and utilization of the modified tuning protocol will provide a structured process for engaging teachers in constructive feedback. (B. Foster, Department Chairs)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations by district administrators will show appropriate levels of both active engagement of students and rigor as reported on the classroom observation rubric.

Note: Consistent with expectations of the High School Action Plan to improve student achievement through classroom delivery of the curriculum and construction of instructional lesson plans reflecting increased rigor using New Bloom’s Taxonomy and to support the accomplishment of the student achievement goals set forth in this plan, the district high school associate superintendent and district high school staff will conduct a minimum of five collective observations per month with written feedback to teachers and the principal. One hundred percent of teachers observed who need additional support will receive the assistance required, as indicated on the area on the rubric, to ensure the likelihood that each will become more proficient in the use of effective instructional strategies identified in this goal as measured through comparison of fall and winter observations.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Using the district’s observation instrument, conduct observations that are focused on active engagement and rigor (as defined in the SMART goal) and provide feedback to teachers and administrators. (*a minimum of five collective observations per month with written feedback to teachers and the principal)	Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	-Observation logs -Copies of feedback given to teachers and principals (L. Martin, B. Gibson, district staff) The four student achievement goals set forth in this plan are not only the goals of the school, but the goals of the principal and the district. To ensure these student achievement goals are met, instructional support at the district level sends the clear message that what matters most is what happens in the classroom and that it is the district’s responsibility to support the leadership of the school in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a clear focus on classroom instruction that supports these goals. If our students are more successful, they are more likely to graduate.
2. Teachers who need additional assistance to be more successful in implementing the Program Essentials of the <i>Charleston Achieving Excellence – High School Action Design</i> will be provided	Associate Superintendent for High Schools	August 2008	-Documentation of support provided to teachers who need assistance (L. Martin, B. Gibson, district staff) Not all teachers come into this school fully prepared work with students who are not ready for the rigors of high

support through district staff and/or by the facilitation of visits to teachers within the school or in other schools who are successfully implementing the areas of deficiency noted.	District High School Staff Assigned to Associate		school. While some lack experience and expertise in instructional pedagogy, others lack the foundational understanding of what it takes to work with children from poverty, and are unfamiliar with South Carolina standards and the use of the Coherent Curriculum. It is the district and school administration's collective responsibility to ensure teachers are equipped in these areas.
3. Use data and <i>HSTW</i> 's model for root cause analysis module with principals, department chairs, and teachers to examine correlation of student performance on HSAP and EOC with the findings noted in classroom observations.	Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	-Data, root cause analysis, and classroom observation comparisons (L. Martin, B. Gibson, district staff) If we are to change instructional practices and ensure success of students on HSAP and EOCEP, it is imperative that we "shine a light on the data" that gives us some indication of whether teachers are teaching the right things, using effective instructional methodologies, and aligning what they do in class every day to the state standards. It is imperative that we use data to determine where there are gaps in teaching and learning and that we use root cause analysis to determine why these gaps exist in the development of support for teachers.
4. Provide monthly on-going professional development that meets the varied needs of the participants to department chairs, school leadership and teachers to increase the likelihood that teachers actively engage students and provide targeted instruction that meets or exceeds the levels called for in targeted standards.	Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	-Agendas for principal's meetings which reflect a focus on instructional leadership -District-wide in-service agendas which focus on teacher needs identified through classroom observations. -Anecdotal records of district high school staff of on-site professional development services provided to individual teachers or groups (L. Martin, B. Gibson, district staff) -Copies of professional readings shared by the district staff with teachers that focus on targeted, rigorous instruction and active engagement of students at the high school level. Modeling of effective professional development that is engaging, data-driven, consistent with best practices, and aligned to need will be a priority for the associate superintendent and district high school staff. Strategies and protocols which invite collaborative conversations among principals and teachers will be utilized in group professional development sessions. Protocols which promote reflection and peer coaching will be used in individual professional development.

NOTE: District staff for this goal includes a learning specialist, a technology specialist, a special education supervisor, and a positive behavior specialist.

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, the district will provide resources and training to English and mathematics department chairs so they may provide sufficient support to teachers to ensure that at least 90% of students taking English I for the first time will have earned a passing score of at least 70% and at least 80% of students taking Algebra I for the first time will have passed with a passing score of 70% **OR** if students are taking these courses during the second semester, they will be on target to pass these courses as measured by the report card grades issued on March 31, 2009. **Note:** Research indicates that when students are successful in their first experience at the high school level in English and mathematics, they are less likely to drop out of school and are, thereby, more likely to graduate on time (graduation rate).

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Professional development monthly meetings of subject department chairpersons from all high schools will be used to develop appropriate classroom instructional strategies to be implemented with school department staff that reflects high expectations for student performance on HSAP and EOC exams.	Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	-Agendas of meetings with department chairs -Copies of all handouts -Workshop planners (L. Martin, B. Gibson, district staff) One of the most effective models of professional development is peer coaching. While a department chair is most frequently a great teacher, the challenges of coaching and training adults—especially those who do not recognize the need for assistance--is different from that of working with students. Department chairs will be trained not only in additional instructional practices but in the use of protocols such as reflective dialogue and cognitive coaching to support the work of their peers.
2. Bi-monthly meetings will be held with each department chairperson at individual schools to identify and remediate individual teachers in need of additional assistance with instructional strategies to successfully accomplish this goal.	Associate Superintendent for High Schools District High School Staff	August 2008	-Anecdotal notes from meetings with department chairs in school -Copies of materials used in bi-monthly meetings (B. Gibson/Department Chairs) While monthly meetings with department chairs provides

	Assigned to Associate		for the collaborative sharing of challenges and success in positively effecting the outcomes of the FSRP, individual assistance particular to school needs is also imperative. These meetings will also provide an opportunity for the district leadership to model effective protocols with the department chair that they may then use with teachers.
3. Model for department chairs the use of effective strategies for providing reflective feedback and coaching teachers.	Lou Martin, Associate Superintendent for High Schools Bruce Gibson, Learning Specialist	August 2008	-Copies of training materials used with department chairs -Anecdotal record of meetings with teachers used as a result of the training -Copies of materials, such as review of lesson plans, notes from classroom observations, and other artifacts used in conferencing (Bruce Gibson/District Staff) The goal of providing support through district observations and department chairs is the improvement of instruction to ensure the goals delineated in this plan are achieved.
4. Provide monthly training to support department chairpersons in meeting the requirement that they conference with individual teachers to evaluate student data (performance on teacher generated assessments, MAP data, 9 week benchmark assessments) as to the student's readiness to be successful on EOC exams.	Lou Martin, Associate Superintendent for High Schools Bruce Gibson, Learning Specialist	August 2008	-Anecdotal records of meetings with teachers -Copies of materials used, such as results on MAP, benchmark assessment results, and other comparative data (Department Chairs/District Staff) As mentioned above, the use of data to determine gaps between teaching and learning and to determine what should be re-taught and re-tested for mastery is imperative. Learning to triangulate data is imperative in root cause analysis, an essential process in improving the achievement of underperforming students.
<i>NOTE: District staff for this goal includes a learning specialist, a technology specialist, a special education supervisor, and a positive behavior specialist. Additional district staff includes a district English content specialist, a district mathematics specialist, and a district science specialist.</i>			

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

CCSD - Charleston County School District

Coherent Curriculum – Charleston County’s curriculum documents which delineate the content/standards that should be taught at various grade levels, as well as instructional strategies, suggested assessments, vocabulary, etc. are presented. In effect, the Coherent Curriculum represents CCSD’s interpretation of when and how state standards should be taught, recommendations of how they may be taught, and how they should be assessed.

Measures of Academic Progress (MAP) - a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. By using MAP three times per year in Charleston County School district, MAP test results help educators make student-focused, data-driven decisions.

High Schools That Work (HSTW) – the leading secondary reform initiative in the United States based on 10 key practices. The model supports implementation of the EEDA and sets high expectations for student achievement. Burke High School will begin its second year of implementation in the 2008-2009 school year.

High School Assessment Program (HSAP) - assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade.

Palmetto Achievement Challenge Tests (PACT) - a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies.

End of Course Examination Program (EOCEP) - examinations, which count 20 percent of the students’ final grade in each gateway or benchmark course, currently including Algebra 1/Math for the Technologies 2, English 1, and Physical Science..

Charleston Achieving Excellence - High School Action Design – a comprehensive plan designed to provide optimal support for teaching and learning in Charleston County School District. The High School Action Design component of the plan delineates the program essentials expected in every high school in the district and the expected support services to be provided by the administration.

Literacy Plan – Based on the model developed by the Southern Regional Education Board and utilized in most High Schools That Work sites, the model promotes the following five goals: (1) Students will read the equivalent of 25 books per year; (2) Teachers will utilize effective reading and writing strategies in all classes; (3) Students will write weekly in classes; (4) Students will write researched “pieces” in all classes; and (5) The strategies utilized in honors/advanced classes that promote higher levels of thinking will be utilized by all teachers.

Numeracy Plan – Based on the model developed by the Southern Regional Education Board and utilized in most High Schools That Work sites, the model promotes recognized best practices in mathematics and focuses not only on how math is taught in math classes but across the curriculum.

Internal Instructional Review (IIR) - process developed by Sandy Brossard based on SREB’s Instructional Review, Standards in Practice, and Curriculum Calibration, through which teachers and administrators are trained to self-assess the quality of assignment and assessments and rate them in terms of (1) alignment to standard(s) ; (2) levels of proficiency; and (3) appropriateness of format to measure the intent of the standard(s).